Programme of study for Year 10 Literature

<table>
<tr><th>Autumn (1st term and 2nd term)</th><th>Spring (1st term and 2nd term)</th><th>Summer (1st and 2nd Term)</th></tr>
<tr><td>From: September To: December</td><td>From: January To: April</td><td>From: May To: July</td></tr>
<tr><td>Topic: Animal Farm and Anthology poems

<u>Texts</u>

Novella
• Animal Farm- George Orwell

Poetry
• ‘The Charge of the Light Brigade’
• ‘Ozymandias’
• ‘Kamikaze’</td><td>Topic: Macbeth and Anthology poems

<u>Texts:</u>

Play
• Macbeth – William Shakespeare

Poetry
• ‘Storm on the Island’
• ‘London’</td><td>Topic: Dr Jekyll & Mr Hyde and Anthology poems

<u>Texts:</u>

Novel
• Jekyll & Hyde – Stevenson

Poetry
• Exposure
• Poppies</td></tr>
<tr><td colspan="3">Skills (students should be able to do):

A01 - read, understand and respond to texts. Students should:
• maintain a critical style and develop an informed personal response
• they should be able to use textual references, including quotations to support and illustrate interpretations

AO2 – analyse language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3 – show understanding of the relationships between texts and the context in which they were written.

AO4 – use a range of vocabulary and sentence structure for purpose and effect, with accurate spelling and punctuation.</td></tr>
<tr><td>Key Learning Outcomes (students should know):
• To understand key ideas presented in the play, novel and poems.
• To understand the writers’ key ideas.
• To begin to analyse in detail key methods used by the writers.
• To begin to make contextual links.</td><td colspan="2">Key Learning Outcomes (students should know):
• To develop understanding of key ideas presented in the novella, play and poems.
• To revise the texts more holistically to explore character development and development of themes.
• To develop analysis of methods used by the writers.
• To develop understanding of contextual links.
• To develop essay-writing skills.</td></tr>
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Autumn assessment to cover:	Spring assessment to cover:	Summer assessment to cover:
• Animal Farm – Squealer character analysis • Animal Farm – full essay	• Macbeth– Lady Macbeth character analysis • Macbeth – Macbeth's character development full essay	• Year 10 Mock Exam • Jekyll & Hyde – character analysis of Jekyll

Building understanding: Rationale / breakdown for your sequence of lessons:

Year 10 begins with students studying 'Animal Farm', a text which links with the Russian Revolution – a period in history which some students will be studying in their History lessons, increasing their contextual understanding. 'Animal Farm' focuses on the themes of ambition, power and conflict – key themes studied throughout our two-year GCSE Literature course.

Alongside studying this novella, students will study 3 poems from AQA's 'Power and Conflict' section of the poetry anthology. The year 10 curriculum employs an interleaving strategy, integrating poetry with novels and plays to enhance students' understanding, retention, and recall of key ideas and themes. This approach also aims to develop skills aligned with AQA's assessment objectives. The poems studied this term explore ideas of power and conflict as well as the idea of powerlessness, another theme which will develop students' understanding of the novella. The first poem students will study is 'The Charge of the Light Brigade' – students will explore themes of blind obedience, loyalty, and dangers of unquestioning trust in authority. In Tennyson's poem, soldiers follow orders without question, leading to a futile sacrifice much like the animals in 'Animal Farm' who, through their unquestioning loyalty, are manipulated and exploited by corrupt leaders. The students will then learn the poem, 'Ozymandias' – students will explore the corruptive nature of power, leading to arrogant leaders. This will also link to 'Animal Farm' where we see how arrogance can result in an increasing lust for power. This also links to the play 'Macbeth', which students' study in the second half of Year 10. Students will begin to understand how leaders' pride and arrogance can eventually lead to their downfall. The final poem in this unit of work is 'Kamikaze', which focuses on one man's rejection from society as he decides to live his life and not die for his country – this links with 'Animal Farm' as we see the potential elimination members of society may face when rebelling against tyrannical leaders.

In the Spring Term, students will start the study of 'Macbeth'. By this point, students will have a deeper understanding of the nature of tyrannical leaders, the detrimental impact of blinded ambition and the corruptive nature of power, understanding some of the play's significant themes. There will be more AQA poetry this term interleaved alongside their study of the play, 'Macbeth'. The first of these poems, 'Storm on the Island' focuses on the impact of nature, which links in with the theme of nature in the play 'Macbeth' where we explore the connection between the political and natural world and the impact upon nature when Macbeth disrupts the political and social order. Students also learn the poem 'London' where they explore the abuse of power, as seen in 'Animal Farm' and the play, 'Macbeth' and the impact that this has on those who are powerless.

In the Summer Term Year 10 will begin the study of 'Jekyll & Hyde', in which students will explore the detrimental impact to society and mankind from the lives of those who deliberately and secretly flout social expectations. This is a novel which requires huge levels of emotional intelligence and requires students to critically explore the themes of unchecked ambition, secrecy, hypocrisy, forbidden knowledge, repression and education – all of which would have been developed through the texts studied at KS3 as well as 'Macbeth' in the Spring Term. The theme of psychology and guilt is also explored in 'Jekyll & Hyde' as we are given a character, who in an attempt top avpid accountability (and as the result of repressing his id) sets a plan in motion to become monstrous. Through this, students will explore the theme of repression– and how individuals are forced by social pressures to repress their desires, which can result in abhorrent and secret behaviour. Students will develop their empathy skills by being given insight into the dilemmas felt by the characters. They will explore complex emotions of despair, introspect, guilt and sorrow and how society has become desensitised – questioning our role as a society. Alongside this text, students will also be taught two additional poems from the 'Power and Conflict' cluster. Students will study the poems 'Exposure' and 'Poppies' which resonate with 'Jekyll & Hyde' through their exploration of loss, isolation, and devastating effects of conflict. Owen's 'Exposure' portrays the relentless suffering and alienation of soldiers mirroring the suffering of Jekyll knowing of his own guilt. Similarly, Weir's 'Poppies' delves into grief and emotional sacrifice, echoing the profound sorrow and tragedy that permeate the lives of those affected by Hyde.

Home – Learning tasks:

- Autumn (1st term)– Animal Farm revision tasks
- Autumn (2nd term)– Power & Conflict revision tasks
- Spring (2nd term) – 'Macbeth' revision tasks
- Summer Term – 'Jekyll & Hyde' revision tasks

Reading / literacy:

- Reading of texts
- Discussion-based activities
- Retrieval of information
- Introduction of new vocabulary

Numeracy:

- Venn diagram for comparisons
- Ranking of interpretations

Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC):

- There will be opportunities within the lesson for students to develop their SMSC through the discussion of critical theories such as criminology, Freudian psychology and sociological theories/class systems. Students will be encouraged to have discussions on moral and ethical issues which range from the duty of responsible professionals (doctors and lawyers) to the limits of science. The novel 'Jekyll & Hyde' will also give students an insight into the enormous social and scientific changes of the nineteenth century that have shaped modern Britain and its values.
- Jack Petchey.